

The Regents of the University of California

COMMITTEE ON EDUCATIONAL POLICY

November 17, 2005

The Committee on Educational Policy met on the above date at the Clark Kerr Campus, Berkeley Campus.

Members present: Regents Dynes, Island, Johnson, Kozberg, Lansing, Lozano, Marcus, Parsky, Rosenthal, and Ruiz; Advisory members Ledesma, Schreiner, and Brunk; Staff Advisor Bell

In attendance: Regents Blum, Gould, Hopkinson, Juline, Preuss, Rominger, and Schilling, Faculty Representative Oakley, Secretary Trivette, General Counsel Holst, Acting Provost Hume, Senior Vice Presidents Darling and Mullinix, Vice Presidents Broome, Foley, Gurtner, and Hershman, Chancellors Birgeneau, Bishop, Carnesale, Córdova, Drake, Fox, and Vanderhoef, Executive Vice Chancellor Ashley representing Chancellor Tomlinson-Keasey, and Recording Secretary Nietfeld

The meeting convened at 9:45 a.m. with Committee Chair Kozberg presiding.

1. APPROVAL OF MINUTES OF PREVIOUS MEETING

Upon motion duly made and seconded, the minutes of the meeting of September 22, 2005 were approved.

2. PRESENTATION ON FACULTY APPOINTMENT AND ADVANCEMENT

Acting Provost Hume observed that, among the many elements that contribute to the excellence of the University of California, the first is the quality of the faculty. He explained that his presentation would focus on the recruitment and retention of the University's 9,100 regular-rank faculty. Of these ladder-rank faculty, 81 percent are tenured, while the remaining 19 percent are junior faculty on the tenure track. There are 2,100 Academic Senate members who are not tenured faculty and 6,500 non-Academic Senate faculty, including Lecturers and Clinical Professors, for a total of 17,700 faculty overall.

Recruiting is a significant effort, involving 1,100 searches and 550 ladder-rank hires per year, with thousands of faculty members involved in the process. The first step is the authorization by the dean and the provost to recruit for a new hire, and each search is based upon the department's academic plan. Each search is led by a committee of faculty members, and the faculty are committed to the process of seeking the highest-quality colleagues. The University succeeds in attracting almost 90 percent of its first-choice candidates. The majority of the 550 new hires, 66 percent, are non-tenured junior faculty who will have the opportunity to build a career at UC. Established leaders are sought to replace retiring faculty in key fields and to maintain a balance between mentors and

developing faculty. Slightly more than 40 percent of new hires are in the arts, humanities, and social sciences, while 50 percent are in engineering and science.

Mr. Hume displayed data pertaining to the stages of a faculty member's career, which encompasses the ranks of Assistant Professor, Associate Professor, Professor, and Above-Scale. About 800 faculty have achieved above-scale status. Faculty are reviewed on a regular schedule, and advancement from one rank to another is considered to be a promotion. Within each rank there are a number of steps; advancement from one step to the next is known as a merit increase. Referring to the salary ranges for each rank, Acting Provost Hume explained that, due to the inability of the State to fund academic salaries at competitive levels, salaries within the scales have proven to be insufficient to recruit and retain faculty. As a result, only about 50 percent of the faculty are paid the scale amount. Departments and schools must fund the extra cost by not filling positions. Clinical faculty may earn additional compensation beyond their base salaries from patient-care revenue. Advancement of a faculty member is never automatic. The system of faculty review is unique to the University of California. Many universities have recently adopted systems of post-tenure evaluation, but UC has one of the most highly developed faculty peer review processes, and it covers the entire span of a faculty member's career.

Faculty Representative Brunk noted that the criteria used for faculty appointment and advancement include teaching, research, professional competence and activity, and University and public service. Because research is the foundation of the University's quality, it plays a prominent role in the evaluation process. The review of a faculty member's research is based on published works and peer evaluation from both within and outside the University. Professional competence and activity encompasses fields such as medicine, law, and engineering. Professor Brunk noted that the teaching component includes lectures, the small class experience, and working with students engaged in independent study.

Faculty Representative Brunk recalled that The Regents had delegated to the faculty sole authority for courses and curriculum, student eligibility and admission policy, faculty hiring and advancement, and budgetary consultation. The responsibilities delegated to the faculty are discharged by the Academic Senate, both on the individual campuses and systemwide. A majority of the faculty service to the University takes place through the Senate.

Acting Provost Hume provided a description of the faculty career of Professor Eveyln Hu in order to illustrate the value of the University's processes of faculty selection and review. In 1984, Professor Hu was recruited to the Santa Barbara campus as a tenured professor. Since then, she has advanced to the rank of Above-Scale, and she serves as a co-director of the California Nanosystems Institute, a UCSB-UCLA collaboration. Mr. Hume provided a list of faculty awards and honors, which include 53 Nobel Prizes and 60 MacArthur Fellowships.

These achievements underscore the quality that the faculty review and advancement process ensures.

Regent Johnson expressed concern about the underrepresentation of ethnic minorities and women among the faculty. She was interested in learning about the composition of the faculty committees engaged in recruitment of new faculty. Acting Provost Hume explained that, once a position has been authorized, the department forms a search committee designed to reflect the diversity of the population at large; in some disciplines, this results in a disproportionate workload for women and underrepresented minority faculty. All of the positions are advertised as broadly as possible. The department chair and the dean are authorized to begin a new search if the applicant pool is not sufficiently diverse. Mr. Hume added that one of the criteria used to evaluate faculty administrators is a commitment to diversity. Faculty Representative Brunk stressed that if a department does not have sufficient diversity among its faculty members, additional faculty are recruited to provide that diversity on the search committee.

President Dynes reported that, because the progress being made with respect to the diversity of the faculty was not ideal, he had formed a task force on faculty diversity which has been asked to study best practices throughout the campuses; following a report to be issued in January, a summit meeting will be held to analyze the data.

In response to a question from Regent Juline regarding the evaluation process for faculty, Professor Brunk recalled that he had outlined the four criteria used for faculty appointment and advancement. Because many faculty do not engage in professional activities, the criteria are generally research, teaching, and public service. Among those three, scholarly and research attainments play a predominant role. He added that there has been an increased emphasis on excellent teaching as a requirement for advancement.

Regent Marcus emphasized the role that the faculty review process plays in establishing the quality of the University. President Dynes pointed out that the University could not function without the time spent voluntarily by the faculty.

Regent Island asked what role the attainment of faculty diversity played in the evaluation of chancellors and deans. Acting Provost Hume explained that the performance of deans and vice chancellors is reviewed every five years, and effectiveness in promoting faculty diversity is a defined criterion. A dean or vice chancellor will not be reappointed if he is not demonstrating the University's legal and moral commitment to diversity. President Dynes added that each senior administrator who reports to him must submit an annual self-evaluation which includes a specific reference to activities that enhance diversity. Regent Island emphasized his expectation that faculty diversity would be addressed on an ongoing basis.

Faculty Representative Brunk noted that the Academic Senate has faculty diversity committees on each of the campuses, and the Academic Personnel Manual was recently amended to include the requirement that a faculty member have a commitment to diversity.

Faculty Representative Oakley commented on the negative effects resulting from the decline in the graduate student population. The University is in the unusual position of producing much of the pool from which to draw its faculty. In order to increase faculty diversity, it is essential to reverse the decline in the percentage of graduate students and to reverse the trend toward the inflation of graduate student fees.

Acting Provost Hume agreed that graduate student access and affordability had been compromised. He also commented on the loss of faculty to other institutions due to compensation. Faculty Representative Brunk noted that, while faculty are attracted by collegial interactions and the reputation of the University, the University will continue to suffer if its salary scale remains substantially below the market.

In response to a question from Regent Marcus regarding potential solutions to the declining enrollment of graduate students, President Dynes recalled this issue was being addressed by a task force. Yesterday The Regents approved the dedication of internal fund savings to graduate student support. In addition, The Regents adopted the elimination of nonresident tuition for foreign doctoral candidates once they have advanced to candidacy. This is an important step because the faculty can no longer afford to support foreign graduate students due to the prohibitive costs. Regent Marcus requested that an annual progress report be provided to the Regents.

3. **PRESENTATION ON THE COMMUNITY COLLEGE TRANSFER FUNCTION WITHIN THE UNIVERSITY OF CALIFORNIA**

Acting Provost Hume recalled that the Master Plan for Higher Education had specified that transfer to the University of California from a community college should accommodate both students who are UC eligible upon graduation from high school and those who achieve eligibility by successfully completing a lower-division curriculum at a community college. UC guarantees admission to community college students who meet specified requirements, including the completion of 60 transferable units with a grade point average of at least 2.4. Eligible community college transfer students are given priority in the admissions process over transfer students from other institutions. To ensure that spaces are available for transfer students, the Master Plan stipulates that UC must maintain a 60:40 ratio of upper-division to lower-division students, and the University has consistently attained the prescribed ratio. The University, in consultation with state policy makers and the California Community Colleges, has set specific transfer enrollment goals. Acting Provost Hume reported steady growth in transfers over the past several years, resulting in some majors being oversubscribed. The only decrease in transfer enrollment over the past seven years occurred in 2003-04, the period when the University introduced the Dual Admissions Program. This program guaranteed admission at the junior level to a specific campus. However, State funding for the program was withdrawn, and it was discontinued. The University has honored its commitment to serve the initial cadre of 250 students who accepted the dual admissions offer. Mr. Hume displayed the community college transfers by region, noting that 10 colleges provide 37 percent of UC's entering transfer class. One-third of students

who are located in proximity to a UC campus transfer to UC, while two-thirds choose a campus of the California State University. When there is no close-by campus, only one in ten students enrolls at UC, which illustrates the significance of geographic factors. The fewest number of transfer students come from rural and economically disadvantaged areas. The University is working actively to attract more students from these regions, and this process should be assisted by the presence of UC Merced in the Central Valley.

Transfer students tend to have the following characteristics: they are slightly older than continuing juniors, with lower socio-economic backgrounds, and they are often first-generation college-goers. The ethnic diversity of transfer students is similar to the entering freshman class.

Executive Director Heisel discussed the process of establishing course comparability between UC and the community colleges. Articulation is the process by which UC faculty identify courses that may be used to satisfy UC admissions requirements. Transfer students have several goals to complete in their lower-division work, including general education and UC major preparation requirements. UC advisors are available on community college campuses to discuss program requirements with potential transfer students. The University has more than doubled the number of UC courses articulated over the past five years; as a result, 46,000 community college courses are transferable to UC.

Ms. Heisel outlined the academic success of transfer students, noting that they typically perform on par with entering freshmen. Transfer students have a graduation rate of 82 percent within four years, and the average time to degree is 2.4 years. Transfer students earn GPAs at graduation that are similar to those of graduates who entered UC as freshmen. Transfer students' starting salaries upon graduation are on par with those students who entered as freshmen. Transfer students graduate with degrees in workforce-critical majors, including the biological sciences, business administration, economics, and computer science. In addition to performing well in the classroom, transfer students report that they are generally satisfied with their UC experience and their ability to pursue the major of choice.

Some of the challenges the University faces with respect to transfer students include establishing clearer paths to all majors and all campuses and reaching students in remote sections of the state. Surveys among transfer students enrolled at the University suggest the need for better integration into campus life. Ms. Heisel highlighted some of the programs that have been established to encourage transfer student success, which include UCLA's summer bridge programs, UCSD's seminar programs, and Berkeley's George A. Miller Scholars Program.

In response to a question from Regent Ruiz, Ms. Heisel stressed that when a UC campus is distant from a community college, transfer may seem unattainable to students. She noted that because reaching out to these rural areas is expensive, the University intends to use increased electronic communications.

Regent Ruiz asked whether accessibility to UC could be improved by increasing the number of transfer students. Acting Provost Hume recalled that the 40:60 ratio of lower-division to upper-division students had been defined by the Master Plan. The nature of the University would be altered if that figure were to change, as would the nature of high school education if fewer students were admitted as freshmen. President Dynes observed that this ratio means that one-third of students who graduate from the University of California enter as transfer students. He emphasized the advantages enjoyed by students who enter as freshmen. Both avenues to admission should be open to California's high school graduates.

In response to a question from Regent Gould, Ms. Heisel explained that course articulation is between individual campuses and community colleges. Faculty Representative Brunk continued that the Academic Senate had recently streamlined the procedure whereby, if a course is approved by four campuses, it is considered to have been approved for all UC campuses. He stressed the significant contribution to campus diversity that is made by transfer students. Regent Gould asked what steps the University had taken to promote financial aid for students who transfer to UC. Ms. Heisel reported that over half of the transfer students who come to the University receive financial aid.

Regent Rosenthal asked about access to the California Teach program for transfer students. President Dynes reported that he and California Community Colleges President Drummond had agreed that students would be able to begin to prepare for the program at the community college level. In response to a further question from Regent Rosenthal as to why more students transfer to a campus of the California State University, President Dynes pointed out that it is a much larger system with campuses broadly distributed through the state.

Regent Lozano was concerned by the fact that the racial composition of transfer students is similar to that of incoming freshman and asked for the data that support this conclusion. Acting Provost Hume acknowledged that he had been surprised by this result.

4. **ANNUAL REPORT ON UNIVERSITY PRIVATE SUPPORT**

This report was deferred to the January 2006 meeting.

5. **REACHING FOR THE STARS: FUNDRAISING AT THE RIVERSIDE CAMPUS**

This presentation was deferred to the January 2006 meeting.

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November 17, 2005

The meeting adjourned at 11:05 a.m.

Attest:

Secretary